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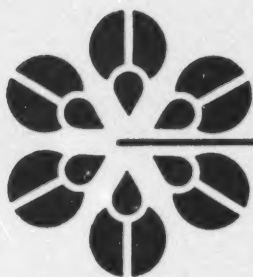
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ABSTRACT

The speaking skills of grade 8 students in a core French program in Ottawa were compared with the skills of grade 6 students enrolled in the core program. A total of 337 grade 8 students were given a French speaking test. Two-hundred and nine students had taken the test in grade 6. In general, the grade 8 students seemed prepared to express basic ideas in French using simple, complete sentences. Although they spoke haltingly and made frequent errors, they were willing to try to use French. They had little difficulty in understanding instructions or questions given in French but appeared to lack sufficient experience to speak French easily. The students had a basic vocabulary to draw on for speaking which was much more limited than the vocabulary of words they recognized. The comparison of grade 6 and grade 8 results showed that many speaking skills had improved over the two intermediate grades, most notably in the area of grammatical awareness. It is suggested that students at the end of grade 8 are at a very critical stage in French language development. Students have developed quite good receptive skills and are in the early stages of expressing themselves in French. Continued or increased French language exposure should result in the acquisition of functional French. However, if language practice is not continued, many of the skills will probably be lost. (RW)

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French Speaking Skills
of Grade 8 English Program Students

Margaret Wightman

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RESEARCH REPORT 82-08

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INTRODUCTION

In 1980, a program of evaluating the French language skills of students in the Core French program was begun in the Ottawa Board of Education (OBE). As part of this project the OBE Research Centre developed a test of French speaking which was first used with grade 6 students in May, 1980. Two years later the same test was administered in grade 8 to assess the speaking skills of students at the end of the elementary school program and to examine the changes which occurred between grade 6 and grade 8. This report will give a description of the 1982 testing, the results for the grade 8 students involved and a comparison with the results for grade 6 students. For more information about the contents and development of the test as well as the complete results from grade 6 students, one should refer to OBE Research Report 80-05. All grade 8 OBE Core French students also received Subtest C of the OBE French Comprehension Test in the spring of 1982. The results of the test of listening skills are mentioned in this report and a full description may be found in OBE Research Report 82-07.

SAMPLE

A group of 337 students were given the French Speaking Test in 1982. In choosing the students to be tested, consideration was given to the objective of comparing grade 6 and grade 8 results. To provide the most accurate measure of student change the prospective testees identified in 1982 included almost all the students tested in 1980 who were currently in OBE grade 8 Core French classes. Of the 333 students in the 1980 sample, 247 appeared on the 1981-82 grade 8 class lists for Ottawa schools (based on the September enrollment) and 209 actually received the test. The other 38 students were either absent on the day of testing, had left the school since September or were attending a school where testing did not take place.

Of the 16 OBE schools in which grade 8 Core French is taught, 13 were represented in the sample. There were 6 students from the 1980 sample enrolled in the other 3 schools but due to restraints of time and cost these students were not retested. The distribution of the testees over the 13 schools depended almost entirely on the number of students from the 1980 sample present in each school. To make the best use of time, the tester spent either half or whole days in each school. After the group from the 1980 sample was tested, the rest of the testing period was spent with students randomly chosen from that school. Of the 337 students tested in 1982, 128 were randomly chosen from specified schools in 1980 and the other 209 were members of the 1980 sample.

ADMINISTRATION

In 1980 one person was able to give and mark all the French Speaking tests. For the 1982 administration of the test, this same person was available for only 13 days of testing in May. A second tester, who was also trained and bilingual, gave the French Speaking test in mid-April to a small part of the 1982 group. The second tester went to 4 schools where 57 students were tested of whom 18 were part of the 1980 sample.

In 1982, as in 1980, a matrix sampling procedure was used which resulted in the test being divided into 4 units, one of which was given to each student tested. Students being retested in 1982 were given the same unit of the test that was used in 1980. During the test, the tester and testee were alone in a quiet room for about 10 to 12 minutes. Responses to the test items were recorded for later marking.

All the marking of French Speaking tests for both years of testing was done by the same person who also did most of the testing. Before beginning the marking in 1982, the scoring of over 10 percent of the 1980 tests was

reviewed. Lists of the various answers given for each question with their awarded values were used to assure consistency in marking in 1980 and these were used again and updated in 1982. It is felt that having the same person using the same techniques and guidance materials for marking in 1980 and 1982 assured that the uniform standards were applied to the evaluations over both years.

ANALYSIS

Scores on the 1982 French Comprehension Test for the students in each testing unit of the speaking test were compared to identify any differences among the four groups in general knowledge of French. The means and standard deviations were obtained for each part of the test based on the complete sample of 337 students. To obtain a more complete picture of the results of the French Speaking Test a count was made of the responses of each possible value for every item on the test as well as calculating the group mean for each item. For the subgroup of students tested in 1980 and 1982, the item means were obtained for both years and the mean differences were tested for significance. Differences in the scores of boys and girls and of groups of students with different language backgrounds were also tested for significance. Correlation coefficients were calculated wherever possible on the speaking test items and on the results of the listening test. Reliability coefficients were obtained for some parts of the test.

RESULTS

Comparison of Groups Taking Each Test Unit

When the students taking the French Speaking Test are classified according to the unit of the test they received, no significant differences ($p < 0.01$) are found between the groups on the results of the test of listening comprehension. As shown in Table 1, this finding holds whether the total test scores or the scores for each part of the test are compared. This is taken as an indication that the students in the four units are, on the average, very similar in their general knowledge of French and that each group is representative of the entire population of grade 8 Core French students.

TABLE 1
FRENCH COMPREHENSION TEST RESULTS FOR STUDENTS
ADMINISTERED EACH UNIT OF THE SPEAKING TEST

	Mean Score for Students Tested for Speaking by			
	Unit 1	Unit 2	Unit 3	Unit 4
French Comprehension Subtest C	(N=83)	(N=87)	(N=86)	(N=81)
Part 1	9.4	8.5	8.5	8.9
Part 2	7.3	6.6	6.5	7.0
Part 3	5.8	5.3	5.4	5.5
Part 4	8.2	7.7	7.1	7.7
Total Score	30.7	28.1	27.5	29.1

No significant difference found between scores across units. ($p < 0.01$)

Overall Test Results

The overall results on the speaking test for 1982 are shown in Table 2. The first two columns outline the contents of the six sections of the test and show their distribution among the four test units. For each part of the test, the mean, standard deviation and number of students tested are given along with the minimum and maximum score obtained and the highest possible score. Much of this table is a summary of the 1982 results given in the 12 tables of the appendix which report the number of responses of every value for each test item.

Table 2 may be used to obtain a general impression of the students' performance on the test. For the first section of the test, students named objects shown to them in drawings as a measure of basic vocabulary. The average number of correct names given by the students was 5.7 out of a possible 8 or 71 per cent. Two methods of evaluating pronunciation make up the second section of the test. The first approach requires students to repeat 15 short sentences spoken by the tester. Two specific sounds occurring in each sentence are judged to be either correctly or incorrectly pronounced by the student. The mean score for this part was 25.6 out of a possible 30 marks which indicates the students are generally very able to reproduce sounds characteristic of the French language. The other part of Section 2 involved having the students read a short passage (143 words in length) in which 27 sounds had been designated for marking. Another 3 points were used to evaluate the expressiveness of the reading. Of a possible 30 points the students obtained an average mark of 19.7. This result indicates that, in general for these students, pronunciation in reading a fairly easy French text is quite good although not as well done as repeating sounds just heard.

The third section of the test was based on a display of 12 objects usually found in the classroom. The students were first asked to name ten of the

TABLE 2
FRENCH SPEAKING TEST
MEANS AND STANDARD DEVIATIONS FOR EACH SECTION

Section	Given in Unit	N	Mean	S.D.	Min. Score	Max. Score	Highest Poss. Score
1. VOCABULARY	1	85	5.3	1.7	1	8	8
	2	85	5.8	1.8	2	8	8
	3	86	5.0	1.9	0	8	8
2. PRONUNCIATION							
Repetition	1	85	25.6	3.5	7	30	30
Reading	2	85	19.7	4.7	9	29	30
3. CLASSROOM OBJECTS							
Nouns	4	81	7.4	2.4	2	10	10
Articles	4	81	5.0	2.3	0	10	10
Questions	4	81	20.0	7.6	3	32	32
4. GENERAL QUESTIONS	2	85	18.6	7.5	1	31	32
5. GRAMMATICAL STRUCTURES							
Substn. of Words	3	86	16.3	7.9	2	32	32
Imperatives	2	84	2.1	0.9	0	4	4
Interrogatives	1	83	8.5	5.4	0	20	24
Pronoun Subjects	1	85	3.3	1.3	0	5	5
6. DESCRIPTIVE SPEECH							
Story Series	4	81	2.7	1.7	0	6	6
Street Scene	3	86	3.1	1.4	0	5	6

objects and to give the correct article. The results in Table 2 show that, on the average, 7.4 of the objects were correctly named and that 5 out of 10 of the accompanying articles were correct. The last part of Section 3 consisted of eight questions about the objects. Each answer, required to be a complete sentence, was scored on a five-point scale with points deducted for any errors from the highest mark of 4. The average score on this section was 20 out of the possible 32 points which would indicate that in general the students answer the questions but they produce sentences containing one or two errors.

In Section 4 the students were asked eight general questions about such subjects as their name, age, the weather, etc. The results were very similar to those for the last part of Section 3 with a mean of 18.6 out of a possible 32 points.

The object of the fifth section was to have the students use their knowledge of grammar in constructing or restructuring sentences. The mean score was 2.1 out of a possible 4 for giving imperative sentences and 8.5 out of 24 for giving interrogative sentences. In substituting one word for another in a sentence the mean was 16.3 out of a possible 32 points and for replacing the sentence subject by a pronoun was 3.3 out of 5. These results show that the students have some difficulty in applying the rules of grammar in oral use of French.

The last section of the test was a measure of fluency using two slightly different formats. In the part labelled "Story Series" a sequel of four pictures showing a series of events is described by the student. For the "Street Scene" a larger drawing with numerous activities taking place is described and, in contrast to the "Story Series", the tester prompts the student to encourage a more extensive reply. The students' description is rated on a scale from 0 - 6 which is described briefly in Table A12 of the

appendix and more completely in Appendix C of OBE Research Report 80-05. The mean score for the "Story Series" was 2.7 and for the "Street Scene" was 3.1, which is roughly at the level of the scale characterized by haltingly produced sentences and frequent errors.

Comparison of Grade 6 and Grade 8 Results

A comparison of the grade 6 and the grade 8 results is provided in Table 3. Since these figures are based only on the students tested both years the number of students for 1982 is less than that shown in Table 2 and in the tables of the appendix. The reduction of the 1982 group to only those being retested causes some changes in the means and standard deviations but for the most part these changes are very slight. In all cases when there were significant differences between the 1980 and 1982 results, as indicated by the asterisks in Table 3, the 1982 results were higher.

In general it appears that the greatest development in speaking between grades 6 and 8 takes place in the areas of responding to questions and applying the rules of grammar. The mean score for the part of Section 3 involving responses to questions about classroom objects rose from 16.5 to 19.8 for the retest group between grades 6 and 8. The corresponding standard deviation dropped from 9.7 to 7.8 indicating that there was less variation in the students ability to answer these questions in 1982. The students tested both years also obtained a significantly higher mean score in 1982 on the eight general questions of Section 4, although in this case there was very little change in the standard deviation. The mean scores were significantly higher in 1982 for all four parts of Section 5 which was designed to evaluate certain aspects of grammatical knowledge and use. The standard deviation for the first part of this section also increased between grades 6 and 8 suggesting that the improvement in substituting words in sentences

TABLE 3

FRENCH SPEAKING TEST RESULTS
FOR STUDENTS TESTED IN BOTH 1980 AND 1982

Section	Given in Unit	N	1980		1982	
			Mean	S.D.	Mean	S.D.
1. VOCABULARY	1	56	5.2	1.7	5.4	1.7
	2	56	6.2	1.6	6.1	1.5
	3	53	5.2	2.1	6.0**	2.0
2. PRONUNCIATION						
Repetition	1	56	25.3	3.1	26.1*	2.4
Reading	2	56	17.4	5.3	19.3**	5.0
3. CLASSROOM OBJECTS						
Nouns	4	44	7.4	2.9	7.4	2.6
Articles	4	44	4.8	3.1	5.4	2.5
Questions	4	44	16.5	9.7	19.8**	7.8
4. GENERAL QUESTIONS	2	56	15.9	7.7	18.4**	7.9
5. GRAMMATICAL STRUCTURES						
Subst. of words	3	53	12.0	6.2	16.7**	8.0
Imperatives	2	51	1.7	1.1	2.0*	1.0
Interrogatives	1	55	7.3	6.2	8.7*	5.6
Pronoun Subjects	1	56	2.4	1.3	3.2**	1.3
6. DESCRIPTIVE SPEECH						
Story Series	4	44	2.6	1.5	2.5	1.7
Street Scene	3	53	2.9	1.4	3.1	1.4

* 1982 mean greater than 1980 mean ($p < 0.05$)

** 1982 mean greater than 1980 mean ($p < 0.01$)

was not spread evenly over all the students in the sample. The students also showed an improvement in pronunciation between grades 6 and 8 as tested in Section 2. The more significant change was in reading with an increase in the mean score from 17.4 to 19.3, out of a possible 30. The mean score of 26.1 out of a possible 30 points for the part of section 2 based on the students ability to repeat sentences was also increased in 1982 over the mean of 25.3 from 1980.

There was less change noted in the parts of the test measuring knowledge of vocabulary and general fluency. Of the four parts of the test requiring objects to be named (Section 1 and the first part of Section 3) only the third part of Section 1 had a significantly higher mean in 1982. Neither of the two parts of Section 6 evaluating descriptive speech were significantly different in grade 8 and grade 6.

A Discussion of Detailed Results

The 12 tables in the appendix, Table A1 to A12, give the mean results on each item of the test for both years of testing and are based on the complete samples. Tables A6 to A12 also give the number of responses for each possible rating of every item with examples of some of the answers heard by the tester. In these tables, although not in the scoring, a distinction is made between no response (NR) given for an item and of a response which was considered to have 0 value on the three or five point scale used for the ratings. By examining these tables it is possible to see some of the strengths and weaknesses of the grade 8 students and the areas of greatest change since grade 6.

In looking at Table A1 it can be seen that almost without exception the words *maison*, *pomme* and *bicyclette* were known by everyone in 1982. In contrast, the most difficult words were *robe*, *verre* and *cloche*, which were known by slightly more than one-third of the group tested. Knowledge of the word *pain* showed the

greatest increase in 1982 with the mean changing from 58 to 82 percent. Students were also much stronger in 1982 in naming *feu*, *oeuf* and *ville* but their score for *robe* was reduced by about the same amount. The overall mean score on this section increased from 68.5 percent correct in 1980 to 71.3 in 1982.

There was improvement between 1980 and 1982 on both parts of the test evaluating pronunciation. As shown in Table A2 the change was distributed fairly evenly over the items requiring the testee to repeat sentences. The most extensive score changes were related to the word *oeufs* with an increase from 45 to 70 percent and *sauterelles* with a decline from 59 to 35 percent correct. The word *sauterelle* is introduced in grade 4 in the OBE curriculum but seems to have been forgotten by many students in grade 8. A more substantial change overall was seen in the scores of the items testing oral reading which are recorded in Tables A3 and A4. It appears that the pronunciation improved over the two years for the words *canots*, *haute*, *kilomètres* and *Québec*. However other words such as *internationale*, *jusqu'au*, *défilé* and *brillant* are still mispronounced frequently.

Table A5 in the appendix gives the results of naming classroom objects with an article. Where the singular indefinite article is indicated in the table the appropriate definite article was also accepted. Many of these objects were fairly well known although only about one-third of the students could name *craye*, *colle* and *enveloppes*. There was very little overall change in knowledge of the vocabulary tested by this question between grades 6 and 8.

By looking at the mean score for each of the eight questions asked in Table A6, some idea may be gained of the nature of the students' improvement. The item with the greatest score increase, number 6, required the student to give a negative answer. Other items with higher scores in 1982 involved using prepositions and showing agreement of gender and number. The most common

response to item 2, however, was *Les enveloppes est dans la boîte* and to item 8 was *Il y a trente et un jours dans mai*. One of the most difficult questions for students in grade 6, *Quel mois est-ce?*, was not found much easier in grade 8. It seems likely in this case that many students did not understand the question since the number of students which did not give any response (NR) is very high.

The second part of the test which required students to answer questions was Section 4. These questions are of a general, conversational type and seem to be answered fairly well, although not without errors as shown in Table A7. About 78 percent of the 86 grade 8 students asked *Comment t'appelles-tu?* answered without any errors and 48 percent responded correctly to *Quel âge as-tu?* Frequently heard responses were *J'habite dans Canada* for item 3, *Non, il ne pas neige* for item 4, and *Je lève à sept heures* for item 6. Students receiving 3 points for item 5 generally had given the reply *Il fait du soleil* and for item 8 either *J'ai regarde* or *Je regardé la télévision hier soir*. As previously mentioned, the overall score for this part of the test increased to a significant extent between grade 6 and grade 8.

Table A8 in the appendix shows the items and the results for the first part of section 5 for which the students substituted a given word in a sentence just heard, making the appropriate changes. The increased grammatical awareness between grade 6 and grade 8 is particularly noticeable in the first three items for which students must change the verb form to match the new subject of the sentence. In 1982 many more students changed the article to agree with the subject in *Une étudiante a gagné*. Although only about one-quarter of the students made the adjective agree with the subject in *La femme est heureuse*, this was better than the grade 6 performance. There was little change in the number of errors made when substituting *chevaux* in *Le petit cheval trotte*.

The second part of the grammar-based section involved giving the students a directive in French to give a command. Although the scores increased over the two years, this remained one of the most difficult tasks for the students. In Table A9 of the appendix it can be seen that almost all the students tested in 1982 received a point for *Trouve (or trouvez) la balle* which was almost a repetition of the directive but that hardly any students were successful in producing an imperative sentence for the reflexive verb *se coucher*. Due to the difficulty of this part of the test, observed after the testing had begun in 1980, the two English directives at the bottom of Table A9 were added to the test and used again in 1982. They are not included in the mean score reported in Tables 2 or 3. It appears that the students found it somewhat easier to compose an imperative sentence after receiving the instruction in English.

The third part of the grammar section involved giving the students a statement which they were to regard as the answer to a question they must compose. The items and results are in Table A10. The overall scores generally increased over the two years although the response to the most difficult item, *Nous allons lentement*, did not improve and the correct response for number 5, *Quel temps fait-il?* seems to have been forgotten by many between grade 6 and grade 8. In composing a question for *Il y a trente élèves dans la classe* students often used the appropriate *combien* but seldom with the correct verb. The most commonly heard response for the sixth item was *Quelle couleur est ton yeux?* with neither the verb nor the possessive pronoun in agreement. In looking at Table A11 which is based on the last part of the grammar section, it can be seen that the students were most capable in making pronoun substitutions for the subject of a sentence when the subject was a person or persons. Difficulty was encountered with the compound subject in *Marie et moi parlons ensemble*. The single sentence which did not have a person as

the subject, *Sa robe est très jolie*, was not handled well.

The students' performance on Section 6 of the test, intended to measure general fluency, seemed to change very little between grade 6 and grade 8. As indicated by the description of the ratings in Table A12 the average grade 8 student does not speak French easily. The ratings indicate that the typical student is rather slow and halting in producing sentences and makes frequent errors. It is not clear whether the students have not progressed as much in this area because their program has focused more extensively on grammar, vocabulary extension and receptive skills or if other factors such as the age and related social-psychological development of the students have an influence on their attitude towards speaking in a second language. It is apparent that even if 35% of classroom time is devoted to speaking, as suggested by the ministry guidelines,¹ each student in a class of about 30 has very little time to actually practise this skill. However, the tester commented that the variation among schools is particularly noticeable in this section of the test.

Differences in French Language Background

Teachers were asked to provide information about the French language background of all grade 8 students in the Core French program as part of the administration of the test of listening comprehension. Students were then classified into several distinct groups on this basis. A description of the background information and its use is included in the report of the French Comprehension Test (Research Report 82-07). As mentioned in this report of the listening test there is some question as to the complete accuracy of this data since there were some contradictions between background information

¹ French Core Programs 1980, Curriculum Guideline for the Primary, Intermediate and Denior Divisions, Ontario Ministry of Education, p.5

TABLE 4
FRENCH SPEAKING TEST RESULTS IN 1982
FOR STUDENTS OF VARIOUS FRENCH LANGUAGE BACKGROUNDS

	UNIT				EXTRA FRENCH	9 YEARS CORE	6-8 YEARS CORE	3-5 YEARS CORE
	1	2	3	4				
NO. of STUDENTS								
Total = 307	✓				9	44	19	9
		✓			17	50	8	3
			✓		10	40	15	8
				✓	17	32	17	9
VOCABULARY								
series 1	✓				7.0	5.3	5.0	4.1
series 2		✓			6.6	5.7	6.6	†
series 3			✓		6.4	6.3	5.9	5.5
PRONUNCIATION								
Repetition	✓				27.4	26.0	25.2	22.3
Reading		✓			20.9	19.9	17.5	†
CLASSROOM OBJ'S								
Naming								
- Nouns				✓	8.1	7.6	7.8	5.6
- Articles				✓	5.6	5.2	5.3	4.0
- Questions				✓	25.3	20.7	17.2	15.1
GENERAL QUESTIONS	✓				20.8	18.4	23.4	†
GRAMMATICAL STRUCTURES								
Subst. of words				✓	16.5	15.9	19.0	17.0
Imperatives		✓			2.4	1.9	2.6	†
Interrogatives	✓				13.3	9.0	7.0	4.9
Pronoun subjects	✓				3.8	3.5	3.1	2.2
DESCRIPTIVE SPEECH								
Story Series				✓	3.8	2.7	2.5	1.6
Str. Scene			✓		3.2	3.0	3.4	3.3

† The mean is not reported since it is based on only 3 subjects.

gathered in 1982 and that of 1980 and it appeared that less information was provided for the early grade levels.

The results of the speaking test for four background groups is presented in Table 4. Not included in this table are the group of students with uncertain background and the three students having 1 or 2 years of Core French. Also omitted are the results for the 3 to 5 year group tested by unit 2 since they were so few in number. The top part of Table 4 shows the distribution of students from the four background groups amongst the four units of the test. Since the students' backgrounds were not known when the sample was selected, the assignment to the units was not affected by knowledge of this factor.

By comparing the scores across each row of Table 4 it can be seen that there is a general tendency for the score to decrease from left to right. For most parts of the test the groups with Extra French (usually acquired at home, in a French school or in an immersion class) had the highest scores. In general the greater number of years in Core French resulted in better performance on the test. The exceptions to this are probably due mainly to the small size of many of the groups compared. Tests of significance of the mean differences are not reported because of the suspected errors in assigning some students to background groups. The standard deviations were purposely omitted to allow more ease in comparing the group means. Larger numbers representing all but the "9 Years Core" group and more accurate background information would increase confidence in the results of an analysis of this type.

TABLE 5
FRENCH SPEAKING TEST RESULTS
PRESENTED BY SEX

	Unit	Boys			Girls		
		Mean	SD	N	Mean	SD	N
VOCABULARY	1	5.1	1.7	48	5.6	1.8	36
	2	5.3	1.8	44	6.4**	1.6	40
	3	5.5	2.2	39	6.4*	1.6	47
PRONUNCIATION							
Repetition	1	25.5	4.3	48	25.8	2.1	36
Reading	2	19.0	4.3	44	20.4	5.0	40
CLASSROOM OBJECTS							
Nouns	4	6.4	2.2	34	8.1*	2.4	43
Articles	4	4.3	2.0	34	5.5	2.4	43
Questions	4	16.9	7.9	34	22.1**	6.6	43
GENERAL QUESTIONS	2	17.1	8.2	44	20.2	6.4	40
GRAMMATICAL STRUCTURES							
Subst. of Words	3	13.8	7.0	39	18.4**	8.1	47
Imperatives	2	1.9	1.0	44	2.2	0.8	39
Interrogatives	1	8.2	5.2	47	9.1	5.6	35
Pronoun Subjects	1	3.1	1.5	48	3.7*	1.0	36
DESCRIPTIVE SPEECH							
Story series	4	2.1	1.7	34	3.1**	1.6	43
Street scene	3	2.6	1.5	39	3.5**	1.3	47

* The mean for girls is significantly higher than the mean for boys
($p < 0.05$)

** The mean for girls is significantly higher than the mean for boys
($p < 0.01$)

Sex-related Differences

The scores on the French Speaking Test were analyzed for sex-related differences and the results appear in Table 5. The girls' scores were significantly higher than the boys' scores on two of the three sections of vocabulary, and on the naming of classroom objects. Girls showed greater ability to answer questions about the classroom objects, to substitute pronouns or other words in sentences and in descriptive speech. Similar findings were obtained in analyzing the scores of the grade 6 group tested for speaking skills in 1980 and by several other studies of second-language learning, including the FRENCH Project conducted by the OBE Research Centre.

Reliability Coefficients

The French Speaking Test was designed as an instrument of program evaluation rather than a measure of individual achievement and was not intended to produce a single value for each student's performance. In constructing the test very different types of questions were used to provide a broad base for assessment and scoring schemes appropriate to the various parts of the test were adopted without any attempt to scale the scores so that they could be combined. For these reasons it is not appropriate to seek a reliability coefficient for the test as a whole since such a value is primarily an indication of how well the test score estimates the student's "true" score in the area of knowledge being tested.

Reliability estimates for several parts of the test, however, were calculated using the Kuder-Richardson formula 20 and are reported in Table 6. These have a possible range of 0 to 1 and are a measure of the accuracy of the scores in measuring their objective for the population involved. The reliability coefficients are reported for parts of the test which had several dichotomously scored items. Reliabilities were not calculated for items scored

on a wider scale since the individual responses were not computerized and calculations by hand would be quite laborious. The two parts of the test marked globally with a single value also have no reliabilities reported since more than one measure is required for such an index.

TABLE 6
RELIABILITY COEFFICIENTS FOR SOME PARTS OF
THE FRENCH SPEAKING TEST

Section	No. of Items	Mean	Std. Dev.	Reliability
Vocabulary				
Unit 1	8	5.3	1.7	0.59
Unit 2	8	5.8	1.8	0.71
Unit 3	8	6.0	1.9	0.74
Pronunciation				
Repetition	30	25.6	3.5	0.78
Reading	30	19.7	4.7	0.79
Grammatical Structures				
Imperatives	4	2.1	0.9	0.39
Pronoun Sub- stitutes	5	3.3	1.3	0.61

The reliabilities coefficients shown in Table 6 are not as large as those of about 0.90 often reported for a complete norm-referenced achievement test. There are several reasons for this. First, the size of the reliability coefficient is dependent on the number of items and is severely restricted when based on only 4 or 5 items as for the two parts testing grammatical structures or even the 8 items in the parts testing vocabulary.

The reliability coefficient will be greatest for items of middle difficulty and high discrimination. These conditions would not be met by the section testing pronunciation which was found to be fairly easy.

In view of these considerations the reliability coefficients reported in Table 6 seem quite reasonable. The values are not very different from those of 0.65, 0.70, 0.54 and 0.75 (based on 14, 14, 18 and 19 items respectively) calculated for the four parts of the OBE French Comprehension Subtest C which had an overall reliability of 0.87.

Correlation Coefficients

The Pearson product-moment correlation coefficients were calculated in order to examine the relationship between various sections of the French Speaking Test. As shown in Table 7, coefficients could only be obtained between parts of the test appearing in the same unit, that is, given to the same students. The correlation coefficients between each part of the speaking test and the French Comprehension Test were also obtained and are reported in the right-hand and bottom margins of the table.

The correlation coefficients may range from plus one to minus one. These extremes would indicate perfect positive or negative linear relationships. The value of the correlation coefficient is also affected by the variable distributions involved so that a value of plus one is only obtainable if the distribution curves of the two variables have the same shape.

Between parts of the speaking test the correlation coefficients ranged from 0.23 to 0.85, showing there was a varying amount of positive relationship between all the parts of the test. Since the test was constructed with very diverse types of questions having a variety of lengths and marking schemes

TABLE 7
COEFFICIENTS OF CORRELATION BETWEEN SECTIONS OF THE FRENCH SPEAKING TEST
AND THE TOTAL SCORE ON THE FRENCH LISTENING COMPREHENSION TEST

VARIABLE Name and Number	Variable Number															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<u>Unit 1</u>																
1 Vocabulary		.35	.44	.42												.33
2 Pronunciation	.35		.40	.28												.40
3 Interrogatives	.44	.40		.55												.44
4 Pronoun Subst	.42	.28	.55													.40
<u>Unit 2</u>																
5 Vocabulary						.26	.51	.23								.37
6 Reading					.26		.41	.24								.27
7 General questions					.51	.41		.45								.21
8 Imperatives					.23	.24	.45									.15
<u>Unit 3</u>																
9 Vocabulary										.60	.60					.18
10 Subst. of words									.60		.82					.30
11 Descrip. of scene									.60	.82						.23
<u>Unit 4</u>																
12 Classroom objects													.77	.63	.68	.27
13 Correct articles												.77		.59	.60	.23
14 Questions on obj's												.63	.59		.85	.36
15 Story series												.68	.60	.85		.40
<u>Fr. Listening Subtest C</u>																
16 Total Score	.33	.40	.44	.40	.37	.27	.21	.15	.18	.30	.23	.27	.23	.36	.40	

and aimed at evaluating quite different aspects of speaking, the correlation coefficients would be expected to be lower than between parts of a more homogeneous test. In fact, the values over 0.8 associated with descriptive speech seem very high for this test. The lowest correlation coefficients were those associated with pronunciation and imperative sentences. It is not surprising to find that pronunciation is a skill somewhat distinct from the others involved in speaking. For the items involving the construction of imperative sentences there is some question as to the appropriateness of difficulties and question style as mentioned earlier.

The correlation coefficients associated with the French Comprehension Test for each subsection of the speaking test ranged from 0.16 to 0.44. No particular type of question on the speaking test appeared to be highly correlated with the test of French listening comprehension although a limited positive relationship always existed. It is possible that larger coefficients would be produced if the calculations were based on a total score for individuals on the speaking test rather than the partial scores. As mentioned previously, however, total individual scores were not produced since different scales were used to mark various parts of the test. Correlation coefficients are apt to be higher when based on larger numbers of subjects but in this project the maximum number which could be used for calculating the coefficients was the number of students receiving the same test unit.

A similar table of correlation coefficients was produced in 1980 for grade 6 students using the results of Subtests A and B of the French Comprehension Test. Although the coefficients calculated for units 3 and 4 are higher in 1982, those for units 1 and 2 are higher in 1980. The intratest coefficients were also calculated for the four parts of Subtest C of the French Comprehension Test based on the results of students in the 1982 speaking test sample. The relationships among these four parts proved to be quite strong with coefficients ranging from 0.74 to 0.94.

OBSERVATIONS OF THE TESTER

The person who administered most of the tests did all of the scoring. She was asked to give her impression from the testing of the students in grade 8. She commented on the fact that all the schools were very cooperative in making the special arrangements required for the day of testing and that she sensed a good atmosphere in the schools. This was somewhat more positive than her observations of two years previous. The tester found that only a few of the retested students remembered taking the test in grade 6. She felt that the students in grade 8 understood the French they heard better than had the students in grade 6. Their spoken grammar and vocabulary are not strong, however, and at the end of grade 8 the students do not speak French easily. She felt that the general level of performance varied considerably from school to school. In one school the students tested during the second day seemed to have acquired previous knowledge of certain questions they were to answer.

The tester made notes and comments about the errors made by students and many of these have been included in the discussion of the results reported in the tables of the appendix. She noted that both the number and the variety of errors were fewer in 1982 and that no errors which had not already been heard in grade 6 appeared in grade 8.

CONCLUSION

The administration of a French Speaking Test to a sample of grade 8 Core French students in 1982 has provided a description of some of the students' skills and deficiencies in using the language. In general, the grade 8 students seem prepared to express basic ideas in French using simple, complete sentences. Although they speak haltingly and make frequent errors, they are willing and

generally able to use French in communication. They seem to have very little difficulty in understanding instructions or questions given in French but appear to lack sufficient experience to speak French easily. The students have a basic vocabulary to draw on for speaking which is much more limited than the vocabulary of words they recognize. Their pronunciation is quite good although not without typical anglicisms.

The comparison of the results of grade 6 and grade 8 students showed that many speaking skills had improved over the two intermediate grades, most notably in the area of grammatical awareness.

Students at the end of grade 8 are probably at a very critical stage in their development of French language skills. They have developed quite good receptive skills and are in the early stages of expressing themselves in French. Continued or increased exposure to French, particularly if accompanied by reasonably high motivation, could result in being able to function well in French. On the other hand, if French is not continued in High School, one suspects that many of the skills already gained will gradually be lost. Foreign language acquisition is somewhat similar to physical activities in that it usually needs to be practised to be performed well. As with physical skills, however, having learned at any time in the past makes relearning easier and in that sense the Core French program experience should always be beneficial in future language endeavours.

APPENDIX

Results for Each Item on the
OBE French Speaking Test

TABLE A1
Results of the Vocabulary Test

ILLUSTRATION	1980		1982	
	N	% correct	N	% correct
<u>In Unit 1</u>	85		83	
bras		68		61
maison		94		100
lapin		84		82
avion		78		70
verre		26		36
oeuf		68		84
cloche		41		36
ville		49		65
<u>In Unit 2</u>	84		86	
pomme		96		99
lit		52		62
bicyclette		98		99
oiseau		85		80
robe		50		35
soleil		83		85
fourchette		57		46
médecin/docteur		70		72
<u>In Unit 3</u>	85		86	
livre		84		91
fenêtre		85		92
arbre		79		80
serpent		51		42
pain		58		82
soulier		58		63
feu		54		72
famille		76		79
Overall		68.5		71.3

TABLE A2

Test of Pronunciation by Repeating Spoken Sentences

Word(s)	Feature Evaluated	Percent correct	
		1980	1982
(Tested in Unit 1)		(N = 85)	(N = 83)
1. <u>nappe</u>	(a)	100	98
2. <u>sur</u>	(y)	88	93
3. <u>travaille</u>	(aj)	95	91
4. <u>père</u>	(r)	92	94
5. <u>porte</u>	(t)	95	96
6. s'il vous plait	"l'enchaînement"	87	96
7. <u>lampe</u>	(p)	91	93
8. <u>brille</u>	(j)	73	70
9. <u>donne</u>	(ɔn)	93	95
10. <u>pain</u>	(ɛ̃)	99	90
11. <u>aux</u> <u>oiseaux</u>	"liaison"	35	40
12. <u>sourit</u>	(i)	98	96
13. <u>toujours</u>	(u)	92	98
14. <u>en</u> <u>été</u>	"liaison"	84	84
15. <u>soleil</u>	(ɛ̃j)	92	95
16. <u>bord</u>	(ɔ)	84	84
17. <u>l'eau</u>	(o)	91	91
18. <u>agneau</u>	(ʒ)	73	76
19. <u>boit</u>	(wa)	80	89
20. <u>soeur</u>	(œ)	82	90
21. <u>œufs</u>	(ø)	45	70
22. <u>regarde</u>	(r)	85	92
23. <u>feuilles</u>	(œj)	86	81
24. <u>tond</u>	(ɔ̃)	74	84
25. <u>fermier</u>	(e)	80	82
26. <u>repas</u>	(a)	48	57
27. <u>lundi</u>	(œ̃)	92	96
28. <u>très</u>	(tr)	95	90
29. <u>trouve</u>	(v)	89	93
30. <u>sauterelles</u>	(l)	59	35
Overall		83	85

TABLE A3

Test of Pronunciation in Reading

Word(s)	Feature Evaluated	Percent correct	
		1980	1982
(Tested in Unit 2)		(N = 85)	(N = 83)
1. Chaque <u>h</u> iver	enchaînement	58	66
2. <u>f</u> ête	(ɛ)	100	94
3. <u>v</u> ille	(l)	99	91
4. <u>Q</u> uébec	(ke)	58	78
5. en <u>A</u> mérique	liaison with (n)	29	43
6. <u>u</u> n	(œ)	86	85
7. <u>s</u> ports	absence of (ts)	55	73
8. <u>f</u> ameuse	(z) not (s)	58	64
9. <u>c</u> ourses	(u)	79	70
10. <u>c</u> anots	(o)	42	72
11. <u>i</u> nternationale	(sj)	26	16
12. kilom <u>è</u> tres	not anglicized	31	52
13. <u>M</u> ont	(ɔ̃)	87	86
14. nomb <u>r</u> eux	absence of (x)	70	81
15. <u>ch</u> ante	(ʃ)	94	94
16. <u>r</u> egarde	(r)	77	92
17. <u>t</u> uque	(y)	70	67
18. <u>t</u> outes	(tut)	62	71
19. les <u>a</u> ctivités	liaison with (z)	26	41
20. <u>a</u> ctivités	(i)	75	80
21. <u>b</u> rillant	(ij)	29	30
22. <u>d</u> éfilé	(e)	17	24
23. <u>N</u> uit	(yi)	71	87
24. <u>H</u> aute	mute (h)	32	56
25. Jus <u>q</u> 'au	(o)	24	23
26. <u>g</u> rand	(ɑ̃)	92	93
27. <u>m</u> agnifique	(ʁ)	42	36
Overall		59	65

TABLE A4

Intonation and Expression in Reading

Description	Rating (R)	Percentage	
		1980	1982
(Tested in Unit 2)		(N = 84)	(N = 86)
Excellent	3	11	9
Considerable	2	32	44
Some	1	38	41
Little or None	0	19	6
Mean		R = 1.3	R = 1.5

The difference between the distribution of ratings in 1980 and 1982 is not significant at the 95% confidence level. ($\chi^2 = 7.73$, d.f. = 3, $.05 < p < .10$)

TABLE A5
Naming Classroom Objects

Objects	Percent giving correct article		Percent giving correct noun	
	1980	1982	1980	1982
(Tested in Unit 4)	(N = 79)	(N = 81)	(N = 79)	(N = 81)
1. une boîte	29	36	37	44
2. un cahier	41	58	52	74
3. des crayons or (un crayon)	48	30	94	77
4. un livre	65	62	79	81
5. une règle	46	64	76	83
6. un stylo	56	62	85	80
7. des ciseaux	35	47	80	70
8. un calendrier	25	35	33	43
9. une gomme	57	57	87	83
10. de la craie	34	17	46	32
11. de la colle	10	11	20	32
12. des enveloppes	29	23	42	35
Overall	40	42	61	61

TABLE A6
Questions about Classroom Objects

Question	Rating (R)	Percentage receiving R		Examples of response for given rating
		1980	1982	
(Tested in Unit 4)		(N=79)	(N=81)	
1. Où est le cahier?	4	38	54	Le cahier est sous le livre.
	3	15	15	Le cahier est sur la table.
	2	4	2	
	1	10	9	Le cahier est dans la table.
	0	17	10	Le cahier est sous le pupitre.
	NR	17	10	
1980 Mean R=2.2				
1982 Mean R=2.8				
2. Où sont les enveloppes?	4	8	23	Les enveloppes sont dans la boîte.
	3	27	38	Les enveloppes est dans la boîte.
	2	15	11	Les enveloppes est dans le boîte.
	1	16	7	La enveloppe est dans la box.
	0	20	10	Dans le box.
	NR	14	10	
1980 Mean R=1.6				
1982 Mean R=2.4				
3. Est-ce que la règle est derrière la boîte?	4	38	48	Non, la règle est devant la boîte.
	3	9	15	Non, la règle est devant
	2	9	9	Non, la règle, derrière la boîte.
	1	13	11	Oui, la règle est derrière la boîte.
	0	22	11	Non, je n'ai pas dans la boîte.
	NR	10	6	
1980 Mean R=2.0				
1982 Mean R=2.6				
4. De quelle couleur est la boîte?	4	18	16	La boîte est blanche.
	3	54	60	La boîte est blanc.
	2	5	11	Le boîte est blanc.
	1	1	5	Blanc.
	0	9	6	
	NR	13	1	
1980 Mean R=2.5				
1982 Mean R=2.7				
5. De quelle couleur est la règle?	4	38	46	La règle est verte.
	3	33	40	La règle est vert.
	2	1	5	
	1	3	5	De quelle couleur de la règle est verte.
	0	14	2	
	NR	11	2	
1980 Mean R=2.6				
1982 Mean R=3.2				

TABLE A6 continued

Question	Rating (R)	Percentage receiving R		Examples of response for given rating
		1980	1982	
6. Vois-tu une photo dans la boîte?	4	16	40	Non, je ne vois pas une photo dans la boîte.
	3	16	22	Non, il n'y a pas une photo de la boîte.
1980 Mean R=1.6	2	16	11	Non, une photo n'est pas dans une boîte.
1982 Mean R=2.5	1	13	11	Non
	0	5	1	Oui
	NR	33	15	
7. Quel mois est-ce?	4	22	21	C'est mai.
	3	18	10	Il est mai.
	2	5	27	C'est le mai.
1980 Mean R=1.6	1	3	1	Mai.
1982 Mean R=1.7	0	9	5	
	NR	44	36	
8. Combien de jours y a-t-il en (le même mois que #7)?	4	3	19	Il y a trente et un jours.
	3	30	27	Il y a trente et un jours dans mai.
	2	11	17	C'est trente jours dans avril.
1980 Mean R=1.4	1	14	5	Les jours est trente un.
1982 Mean R=1.9	0	18	6	Id est trente.
	NR	24	26	

TABLE A7
General Questions

Question	Rating (R)	Percentage receiving R		Example of response for given rating
		1980	1982	
(Tested in Unit 2)		(N=84)	(N=86)	
1. Comment t' appelles-tu?	4	73	78	Je m'appelle _____
1980 Mean R = 3.2	3	4	1	
1982 Mean R = 3.2	2	4	1	Mon nom est. _____
	1	5	6	
	0	8	9	J'appelle _____
	NR	7	5	
2. Quel âge as tu?	4	38	48	J'ai _____ ans.
1980 Mean R = 2.1	3	1	2	
1982 Mean R = 2.5	2	16	22	Mon âge est _____ ans.
	1	27	13	Je suis _____
	0	8	13	
	NR	10	2	
3. Dans quel pays habites-tu?	4	7	3	J'habite au Canada.
1980 Mean R = 1.1	3	12	27	J'habite dans le Canada.
1982 Mean R = 1.5	2	21	22	J'habite à Ottawa.
	1	6	10	
	0	25	6	Je au Ottawa
	NR	29	31	
4. Est-ce qu'il neige aujourd'hui?	4	24	29	Non, il ne neige pas.
1980 Mean R = 2.4	3	39	35	Non, il ne pas neige.
1982 Mean R = 2.7	2	10	22	Non, ce n'est pas neige.
	1	11	5	Non, il ne fait pas neige.
	0	5	5	Je ne sais pas neige.
	NR	12	5	
5. Quel temps fait-il en été?	4	29	31	En été, il fait chaud.
1980 Mean R = 1.6	3	6	15	
1982 Mean R = 1.9	2	11	7	Il est fait du soleil.
	1	8	8	
	0	20	10	Le temps est soleil.
	NR	26	28	

TABLE A7 continued

Question	Rating (R)	Percentage receiving		Example of response for given rating
		R		
		1980	1982	
6. A quelle heure est-ce que tu te lèves le matin?	4	5	17	Je me lève à _____ heures.
	3	14	2	
	2	23	51	Je lève à _____ heures.
	1	7	5	
	0	11	2	Je lave mon main à huit heures.
	NR	41	22	
7. Combien d'élèves y a-t-il dans ta classe de français?	4	25	38	Il y a 31 élèves dans ma classe
	3	11	14	Il est 35 élèves dans ma classe
	2	7	10	
	1	13	13	C'est 28 élèves.
	0	4	6	
	NR	41	19	
8. As-tu regardé la télévision hier soir?	4	20	27	Oui, j'ai regardé la télévision hier soir.
	3	8	21	
	2	39	35	Oui, je regarde la télévision hier soir.
	1	16	14	Oui, j'ai voir la télévision hier soir.
	0	7	0	
	NR	10	3	

TABLE A8
Substitution of a Word in a Sentence

Sentence Given	Substitute words	Rating (R)	Percentage Receiving R		Examples of responses for given rating
			1980	1982	
(Tested in Unit 3)			(N=85)	(N=86)	
1. Le stylo est bleu. 1980 Mean R=1.6 1982 Mean R=2.0	Les crayons	4	21	36	Les crayons sont bleu.
		3	0	0	
		2	0	0	
		1	74	62	Les crayons est bleu.
		0	1	0	
		NR	4	2	
2. Il est avec des amis. 1980 Mean R=1.1 1982 Mean R=1.8	Nous	4	5	23	Nous sommes avec des amis.
		3	9	10	
		2	14	15	Nous est avec des amis.
		1	34	22	Nous avec des amis.
		0	19	14	Il nous avec des amis.
		NR	18	15	
3. Les filles vont au cinéma. 1980 Mean R=1.8 1982 Mean R=2.7	La fille	4	32	55	La fille va au cinéma.
		3	4	5	La fille va à la cinéma.
		2	1	14	
		1	41	13	La fille vont au cinéma.
		0	14	12	
		NR	8	2	
4. Aujourd'hui, il cherche son chat. 1980 Mean R=1.5 1982 Mean R=1.7	Hier	4	21	33	Hier, il a cherché son chat.
		3	6	6	
		2	4	5	Hier, il est cherché le chat.
		1	41	15	Hier, il cherche son chat.
		0	14	27	
		NR	13	15	
5. La fille achète des bonbons. 1980 Mean R=2.8 1982 Mean R=3.1	Garçon	4	60	65	Le garçon achète des bonbons.
		3	6	9	Le garçon cherche des bonbons.
		2	2	5	
		1	21	14	La garçon achète des bonbons.
		0	8	5	
		NR	2	2	

Continued...

TABLE A8 continued

Sentence Given	Substitute words	Rating (R)	Percentage Receiving R		Example of responses for given rating
			1980	1982	
6. Un étudiant a gagné.	Etudiante	4	9	24	Une étudiante a gagné.
		3	5	7	
		2	5	8	
		1	41	29	Le étudiante a gagné.
1980 Mean R=1.0		0	17	20	
1982 Mean R=1.6		NR	24	12	
7. Le petit cheval trotte.	Chevaux	4	11	16	Les petits chevaux trottent.
		3	9	12	
		2	1	2	
1980 Mean R=1.3		1	55	45	Le petite chevaux trottent.
1982 Mean R=1.5		0	12	17	
		NR	11	7	
8. L'homme est heureux.	Femme	4	6	19	La femme est heureuse.
		3	1	5	
		2	32	36	La femme est heureux.
1980 Mean R=1.3		1	41	19	Femme est heureux.
1982 Mean R=1.8		0	6	10	
		NR	13	12	

TABLE A9
Construction of Imperative Sentences

Directive	Rating (R)	Percentage Receiving R		Response
		1980	1982	
(Tested in Unit 2)		(N=84)	(N=86)	
1. Dis à Marie de faire attention	1	35	47	Fais attention, Marie
	0	60	45	Faire attention, Marie
	NR	6	8	
2. Dis aux élèves d'écouter la chanson	1	41	61	Ecoutez la chanson
	0	41	22	D'écoutez
	NR	19	16	
3. Dis à Pierre de trouver la balle	1	77	90	{ Trouve la balle or Trouvez la balle
	0	16	7	
	NR	7	2	
4. Dis à Lucie, de se coucher	1	10	7	Couche-toi, Lucie.
	0	81	84	Couche/Lucie coucher
	NR	10	9	

Trial of English Directives Supplementary to the Test

(N=50) (N=86)

5. Tell David to look at the book	1	62	73	Regarde le livre, David.
	0	34	26	
	NR	2	1	
6. Tell your cat, Felix, to eat the fish.	1	80	85	Felix, mange le poisson.
	0	16	14	
	NR	4	1	

TABLE A10

Construction of Interrogative Sentences

Sentence given	Rating (R)	Percentage Receiving R		Example of response for given rating
		1980	1982	
(Tested in Unit 1)		(N=85)	(N=81)	
1. C'est Pauline qui porte une tuque.	4	42	54	Qui porte un tuque?
	3	4	5	Qui a porté une tuque?
	2	2	2	
1980 Mean R=1.9	1	4	12	
1982 Mean R=2.4	0	31	19	Où porte un tuque?
	NR	18	7	
2. Le train part à dix heures.	4	12	20	Quand part le train?
	3	11	17	Quelle heure le train part?
	2	9	15	Quand le train part?
1980 Mean R=1.1	1	6	7	Il part quand?
1982 Mean R=1.6	0	30	18	
	NR	31	22	
3. Nous allons lentement.	4	6	4	Comment est-ce que nous allons?
	3	6	7	Est-qu'on va vite?
	2	0	4	
1980 Mean R=0.5	1	4	5	
1982 Mean R=0.5	0	33	26	Qui est lentement?
	NR	52	54	
4. Il y a trente élèves dans la classe.	4	7	11	Combien d'élèves y a-t-il dans la classe?
	3	15	22	
1980 Mean R=0.9	2	6	12	
1982 Mean R=1.4	1	2	6	Qui est dans la classe?
	0	33	21	Quelle numero dans la classe?
	NR	36	27	

Continued...

TABLE A10 continued

Sentence given	Rating (R)	Percentage Receiving R		Example of response for given rating
		1980	1982	
5. Il fait beau.	4	42	22	Quel temps fait-il?
	3	1	1	
1980 Mean R=1.8	2	2	2	Quelle est la météo?
1982 Mean R=1.0	1	1	9	
	0	25	40	Que il fait?
	NR	28	26	
6. Mes yeux sont bruns.	4	2	2	De quelle couleur sont tes yeux?
	3	7	10	Quelle est la couleur de ton yeux?
1980 Mean R=1.2	2	39	38	Quelle couleur est son yeux?
1982 Mean R=1.4	1	8	30	Quelle couleur le yeux?
	0	20	16	
	NR	24	4	

TABLE A11

Replacing the Subject of a Sentence by a Pronoun

Sentence given	Rating (R)	Percentage Receiving R		Example of response for given rating
		1980	1982	
(Tested in Unit 1)		(N=85)	(N=83)	
1. Sa robe est très jolie.	1	19	25	Elle est très jolie.
	0	65	60	Elle robe est très jolie.
	NR	17	14	
2. Marie et moi parlons ensemble.	1	27	52	Nous parlons ensemble.
	0	58	40	Elle et moi parlons ensemble.
	NR	15	8	
3. Pierre et Paul aiment le film.	1	60	82	Ils aiment le film.
	0	29	12	
	NR	11	6	
4. Les trois soeurs aiment chanter.	1	39	80	Elles aiment chanter.
	0	45	16	
	NR	17	5	
5. Le garçon lance la balle.	1	82	90	Il lance la balle.
	0	11	6	
	NR	7	4	

TABLE A12
Descriptive Speech

Rating (R)	Brief description of R	Percentage in rating group			
		Story series ¹		Street scene ¹	
		1980	1982	1980	1982
		(N = 79)	(N = 81)	(N = 84)	(N = 86)
6	Natural speech. full description	0	1	1	0
5	A few errors, hesitation & rephrasing	8	14	14	19
4	Interrupted speech, grammatical errors & limited vocabulary	13	26	23	28
3	Haltingly produced sentences, frequent errors	27	14	29	20
2	Slow erratic speech Attempt to produce sentences	28	20	20	17
1	A few words and phrases understood	14	11	8	13
0	No relevant information is given	9	7	6	1
NR	No response	3	7	0	2
Mean R		2.6	2.7	2.9	3.1

¹ The story series appeared in Unit 4 and the street scene in Unit 3